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ABSTRACT

The field tested unit for the sixth grade was designed to generate interest on the part of students in exploring a secretarial career. The unit includes a discussion of the duties of a secretary, learning the six main parts of the business letter of request, and the actual writing of a letter to a businessman for information and/or inviting him or his secretary to speak to the class. The unit takes two hours and forty-five minutes, includes large and small group and individual activities, and is related to the language arts subject area. It presents performance objectives, related learning activities, and evaluation suggestions for each objective listed. The document concludes with a list of enrichment activities, instructional materials (books, films, filmstrips, and kits), and teacher preparation and evaluation suggestions. (Author/BP)

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"WHAT DOES A SECRETARY DO?"

U S DEPARTMENT OF HEALTH,
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SIXTH GRADE

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CE 004 721

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ARIZONA STATE DEPARTMENT OF EDUCATION

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Studies over the past five years within Arizona show parents as the most influential sources of the student's occupational and educational choices. Because of parent influence and the community interest in career education, it is strongly recommended that the content of this unit be reviewed with parent advisory groups.

"WHAT DOES A SECRETARY DO?"

GRADE LEVEL: 6th grade

SUBJECT: Language Arts

CAREER: Secretarial

DESCRIPTION OF UNIT:

The unit should generate interest on the part of the students in exploring a secretarial career. This unit includes a discussion of the duties of a secretary; learning the six main parts of the business letter of request; and the actual writing of a letter by each member of the class to a businessman for information and/or inviting him or his secretary to speak to the class regarding the duties of a secretary.

After the actual writing of the letter, some of the better letters would be read to the class and one of the letters would be selected for mailing to the employer.

GOAL STATEMENT:

1. The student will become aware of some of the tasks performed in an office by a secretary.

APPROXIMATE TEACHING TIME: 2 hrs. 45 minutes

SUGGESTED GROUPINGS: Large groups, small groups, and individual work.

MATERIALS REQUIRED:

1. SRA Occupational Kits (or other similar kits)
2. Library Books
3. Encyclopedias
4. Dictionary of Occupational Titles
5. Films and Filmstrips
6. Dictionaries
7. Newspapers
8. Envelopes

PERFORMANCE OBJECTIVE:

1.1 When directed, the learner will be able to select five secretarial tasks from a list of distractors with 100% accuracy as measured by the included instrument.

ACTIVITIES:

1.1.1 To introduce this unit to the students and begin to give them a conception of the tasks a secretary performs, the teacher should select and show an appropriate film on the subject. A number of acceptable films are included in the "Media and Materials" section of the appendix. If none of these films or filmstrips are available, the teacher should choose an appropriate piece of media that is available locally.

As the students view the media, they should be asked to keep a written list of the tasks that a secretary performs while on the job. After the viewing, the teachers should lead a brief class discussion concerning these tasks during which the class can compile a complete list.

1.1.2 The class should be divided into small groups and instructed to do research on the duties, tasks and responsibilities involved in secretarial occupations. Each group should be asked to compile a list of the things they discover by appointing one member of the group as "group secretary" and having that person record the group's information.

This research should be done in occupational kits, library books, encyclopedias, or by informal interviews with secretaries. Students should be encouraged to make their lists as complete as possible.

1.1.3 A class discussion of secretary's duties should be conducted in which a total class list of secretary's duties, tasks and responsibilities will be compiled. This should be written on the front board. This should be done by having each group's secretary contribute anything their group discovered which has not already been listed. Time should be allowed to discuss each contribution at leisure.

1.1.4 As a concluding activity to this section of the unit, the teacher or one of the students should invite a secretary to come and speak to the class on their duties, responsibilities and tasks. Students should be allowed and encouraged to ask questions. If it proves impossible to obtain a resource speaker, the teacher may wish to substitute an appropriate film or filmstrip.

EVALUATION:

1.1.1.1 The teacher should duplicate and administer Evaluation Sheet 1.1.1.1 to the students. In order to meet the objective, each student should be able to select all five secretarial duties and none of the distractors.

PERFORMANCE OBJECTIVE:

1.2 Given a list of the names of various parts of a business letter, the student will be able to arrange the main parts in proper order with 80% accuracy.

ACTIVITIES:

1.2.1 The teacher should prepare a transparency to introduce the parts of a business letter using the master provided.

1.2.2 The teacher should lead a class discussion over the parts of a business letter using the transparency provided. This transparency should be gone over section by section and all points clarified.

The teacher should stress that the preparation of business letters is one of a secretary's main responsibilities.

1.2.3 Using the same master as used above, a ditto master should be cut and run from this master. The ditto sheets which result should be cut into the six sections of a business letter by the teacher or the students. These six sections (one set) should then be placed in envelopes in a mixed up state. One envelope (complete) set should be prepared for each student.

1.2.4 Each student should be given one of the envelopes prepared above and asked to arrange them in the correct order and glue or paste them together. These parts should be in the actual order they would appear in a letter when the students are finished.

1.2.5 Obtain one of the films listed in the appendix on writing letters or a reasonable alternate and present it to the class.

1.2.6 After the film viewing is completed, the class should discuss correct letter construction and the reasons for writing letters on specified orders.

EVALUATION:

1.2.1.1 List the six main parts of a business letter in their correct order.

1.
2.
3.
4.
5.
6.

KEY:

1. Heading
2. Inside Address
3. Salutation
4. Body
5. Closing
6. Signature

PERFORMANCE OBJECTIVE:

1.3 Given a teacher-prepared outline, the group will write a simple mailable letter of request to an employer or a secretary to ask for basic information pertaining to the duties of a secretary, to teacher's specifications.

ACTIVITIES:

1.3.1 The teacher should prepare a set of criteria for the class to use in writing a mailable letter of request to a local businessman requesting information about his business. This criteria may include such things as:

1) Use the six basic parts of the business letter you learned about in the previous lesson.

2) Your letter should have a neat overall appearance.

3) Spelling must be correct.

4) Punctuation must be correct.

5) Grammar must be correct.

The teacher may add to or subtract from the above criteria at their own discretion.

1.3.2 The teacher should hand out dittoed copies of the criteria to the students and review it with them answering any questions that come up.

1.3.3 Each student should now be instructed to select a local businessman and write a letter of request, requesting information about the businessman's business.

EVALUATION:

1.3.1.1 Criterial for content evaluation of letter by teacher: Use "transparency master" to check for proper order and contents of letter.

Other criteria: Neatness, overall appearance of letter
Correct spelling
Correct punctuation
Correct grammar

Teacher is to weigh values of criteria, according to that which he wishes to have the members of his class learn.

ENRICHMENT ACTIVITIES:

1. Collect business letters to read and examine.
2. Visit high school classes which teach skills a secretary needs.
3. Visit an office where a secretary is working.
4. Invite a secretary to speak to the class.

LIST OF SUGGESTED MEDIA AND MATERIALS

Books:

1. Kerbey and Vittitoe, Elementary School English, Addison Wesley Publishing Company, 1967.
2. John H. Frainor, English Composition, The MacMillan Co., 1966.
3. Taintor and Monro, The Secretary's Handbook, The MacMillan Co., 1966.

* Any 6th grade text that contains "letter writing" may be used.

Films:

1. People Who Work in Offices - 16mm 11 min.
2. Is a Career in Clerical Work For You? - 16mm 16 min.
3. Careers: Clerical - 16mm 9½ min.
4. Office Practice: Manners and Customs - 16 mm 13½ min.
5. Typing Skills: Fields of Typing - 16mm 13½ min.
6. Writing Better Business Letters, Coronet - 16mm.
7. Writing Different Kinds of Letters, Educational Films, University of Illinois - 16mm.

Filmstrips:

1. Foundations for Occupational Planning - SVE Singer
2. Job Opportunities Now - SVE Singer
3. Choosing A Career - SVE Singer

Kits:

1. Widening Occupational Roles Kit - SRA
2. Career Information Kit - SRA
3. Job Experience Kit - SRA
4. Occupational Exploration Kit - SRA

TEACHER'S PREPARATION FOR ACTIVITY 1.2.1 and 1.2.3

TRANSPARENCY MASTER - DITTO MASTER

HEADING { Street Address
City, State Zip Code
Month, Day, Year

Name of Business
Street Address of Business
City, State Zip Code of Business } INSIDE ADDRESS

Gentlemen: SALUTATION

BODY {

PARAGRAPH 1--IDENTIFICATION OF WRITER

Ex.--I am _____ (name), a member of _____ (class)

PARAGRAPH 2--DESCRIPTION OF REQUEST

Ex.--Our class is planning _____ Please send us information about _____.

PARAGRAPH 3--"THANK YOU" AND REQUEST FOR ACTION

Ex.--Thank you for helping us get all this information by November 15, 1973.

CLOSING ⟷ Yours very truly,

SIGNATURE ⟷ Randy Perkins

011

TEACHER'S PREPARATION FOR ACTIVITY 1.2.3

The following parts of a business letter of request are to be dittoed, cut apart, and placed in an envelope for each child.

INSIDE ADDRESS

HEADING

SALUTATION

BODY

CLOSING

SIGNATURE

012

Evaluation Sheet 1.1.1.1

Place an X next to the five (5) secretary's duties, tasks, or responsibilities. You may mark only 5 items.

1. Type letters
2. Wash dishes
3. Sell merchandise
4. File things correctly
5. Take dictation
6. Move furniture
7. Sweep the floor
8. Take telephone calls
9. Mix paint
10. Keep track of appointments

KEY: 1,4,5,8,10

NOTE: The teacher may wish to add to the choices based on the class derived list.